

OUTCOME: CHILDREN ARE READY FOR AND SUCCEEDING IN SCHOOL

Committee Chairs:

Marsha Basloe, Durham's Partnership for Children
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Deborah Pitman, Durham Public Schools

Committee Members:

Barbara Baker, Durham Technical Community College
Ilene Britt, Durham Tech Community College
Diane Catotti, Durham City Council
Harris Cooper, Duke University
Rev. Phillip Cousin, Durham Board of County Commissioners
Nancy Cox, Durham Public Education Network
Kimberley Curtis, Duke University
Teresa Derrick, Child Care Services Association
Linda Foreman, Durham Public Schools
Roberta Hadley, Self-Help
Joseph Haenn, Governor's More at Four Program
Lucy Hagen, Durham Literacy Council
Sharon Hirsch, Durham County Department of Social Services
Reggie Hodges, Durham Literacy Council
Frank Hyman, Durham CAN
Linda Kolstee, Community Member
Cheryl Lloyd, Cooperative Extension Service
Sheryle Metcalfe, Durham Public Schools
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Angie Welsh, Triangle United Way
Jan Williams, Healthy Families Durham

The Outcome Workgroup has the overall goal of developing a long-range plan for enhancing and measuring school readiness and success in school. Youth are definitely the future of our society, and it is the responsibility of everyone in the community to help assure their school readiness and on-going success.

The five primary indicators that have been identified are:

- 1) Quality Child Care
- 2) School Readiness Assessment at Kindergarten
- 3) 3rd Grade Reading Scores
- 4) 8th Grade Reading Scores
- 5) Graduation Rates

The global indicators here speak only to the overall readiness and success of Durham's

children and youth. It is our hope that one day these global indicators will be a true reflection of all of Durham's children regardless of their race, ethnicity, family income level or neighborhood in which they live.

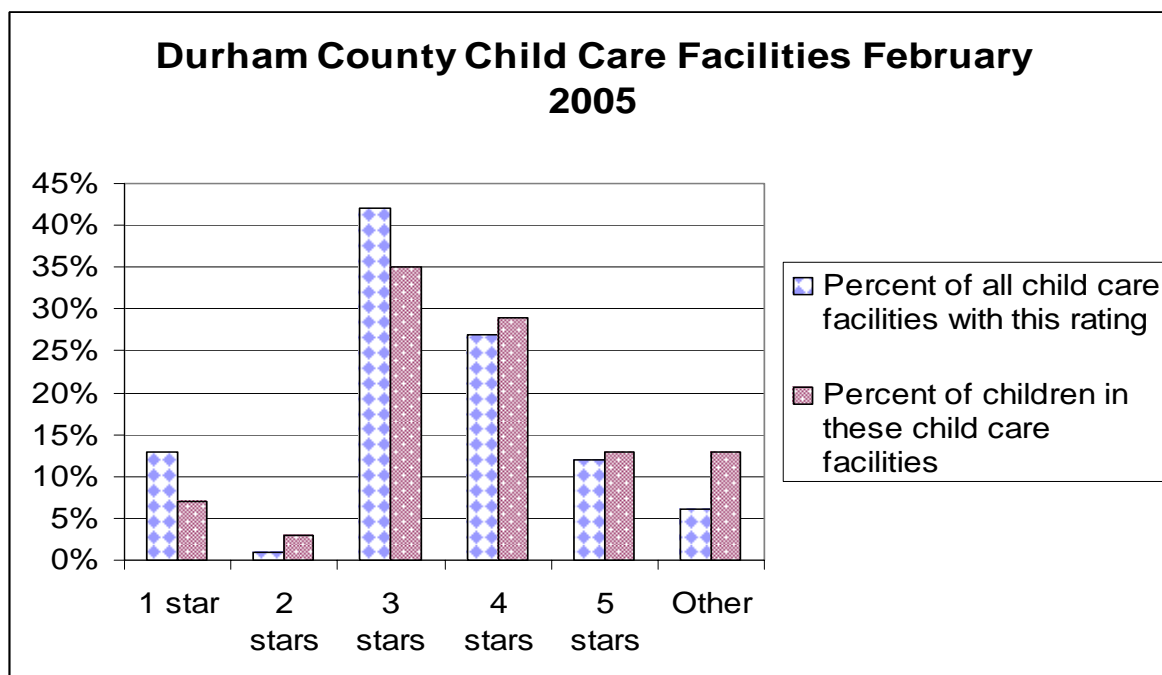
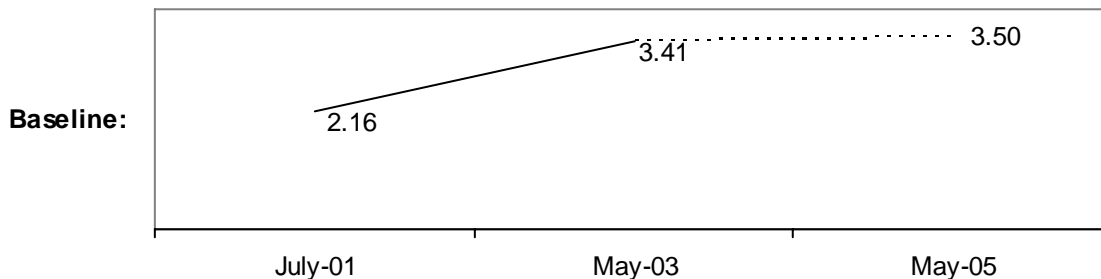
The Outcome Committee recognizes that the members presently in place have expertise in early childhood and early elementary years. In order to fully develop this long-range plan, additional task groups will need to be engaged and assigned. In addition, the group recommends that a Steering Committee be invited to serve/chosen to engage all task groups in this process.

The Steering Committee role would involve the following areas as well as areas not yet identified:

1. Big picture view of Children Ready for and Succeeding in School
2. Needs assessment: Needs, Access, and Resources, including neighborhoods
3. Financial Analysis: Finding new sources for holes
4. Build capacity to fill holes by bringing task group chairs together
5. Build continuum that has public awareness and community outreach

INDICATOR 1: Quality Child Care

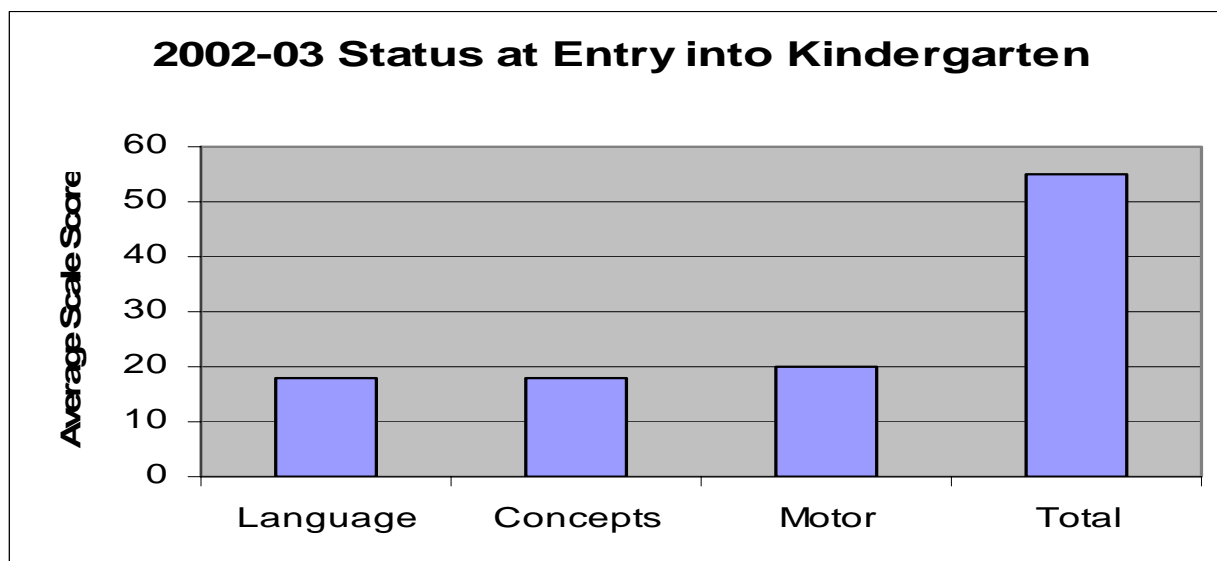
Average Star Placement for children (0-6) receiving subsidies



Story Behind the Curve

North Carolina, through the Division of Child Development, has a star rating system on childcare centers and homes. The ratings range from one star for meeting minimum standards to five stars for meeting the highest criteria. The rating allows the community to be aware of the quality of service being rendered. The quality of childcare in Durham County has dramatically improved in the last few years. Higher quality childcare is a predictor of readiness for school.

INDICATOR 2: Readiness at Kindergarten

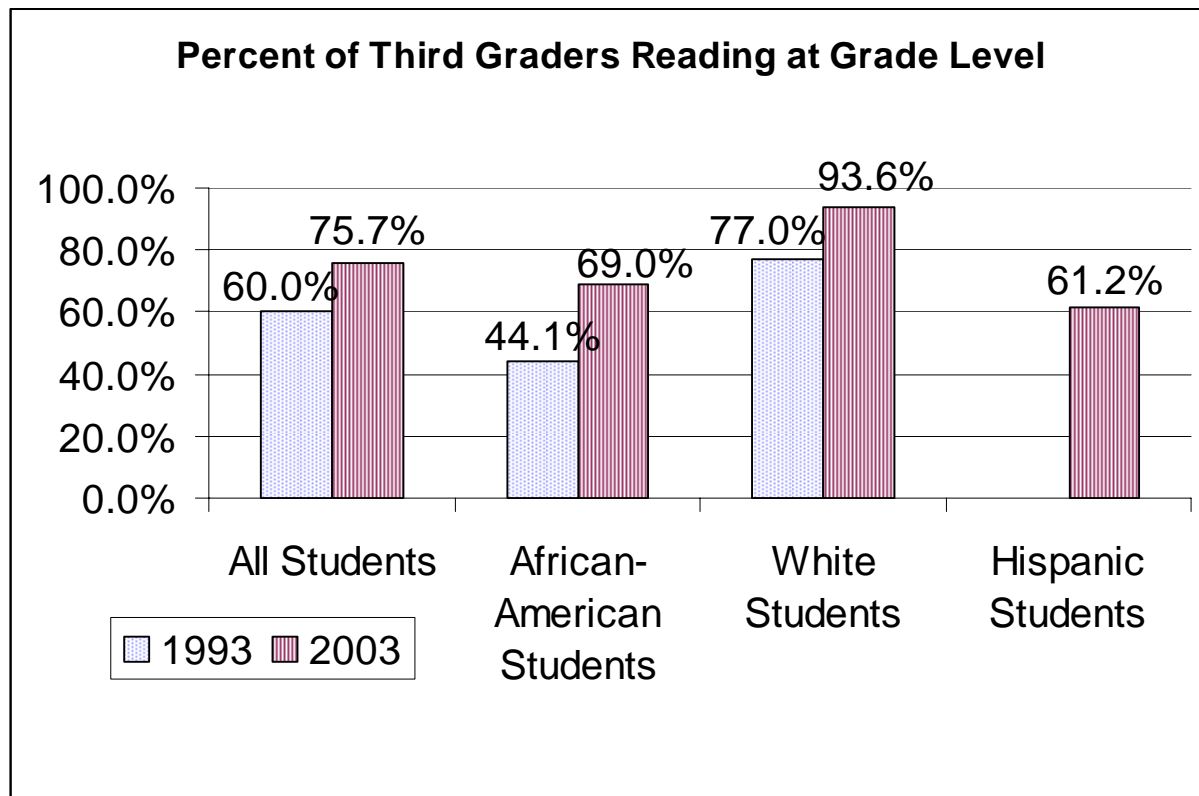


	Number of Items	Scaled Score Total	Notes
Motor	7	27	[Item 7, Writing Name, is scored only 0, 1=4 years, 2=5 years, and 3=6 years]
Concept	7	27	[Item 2, Colors, scored up to only 3 pts; Item 7, Shapes, scored up to only 3 pts for Language]
Language	6	27	[Item 1, Personal Data, scored up to only 2 pts. For ages 3 & 4; Item 2, Articulation, scored up to only 3 pts; Item 4, Letters & Sounds, scored up to only 3 pts for ages 3 & 4]
Total	20	81	

Story Behind the Curve

This indicator shows the average scale score on the DIAL-3 developmental screening for children entering kindergarten. The total raw score possible for each subtest is 27 and is 81 for the Total Score.

INDICATOR 3: 3rd Grade Reading Scores

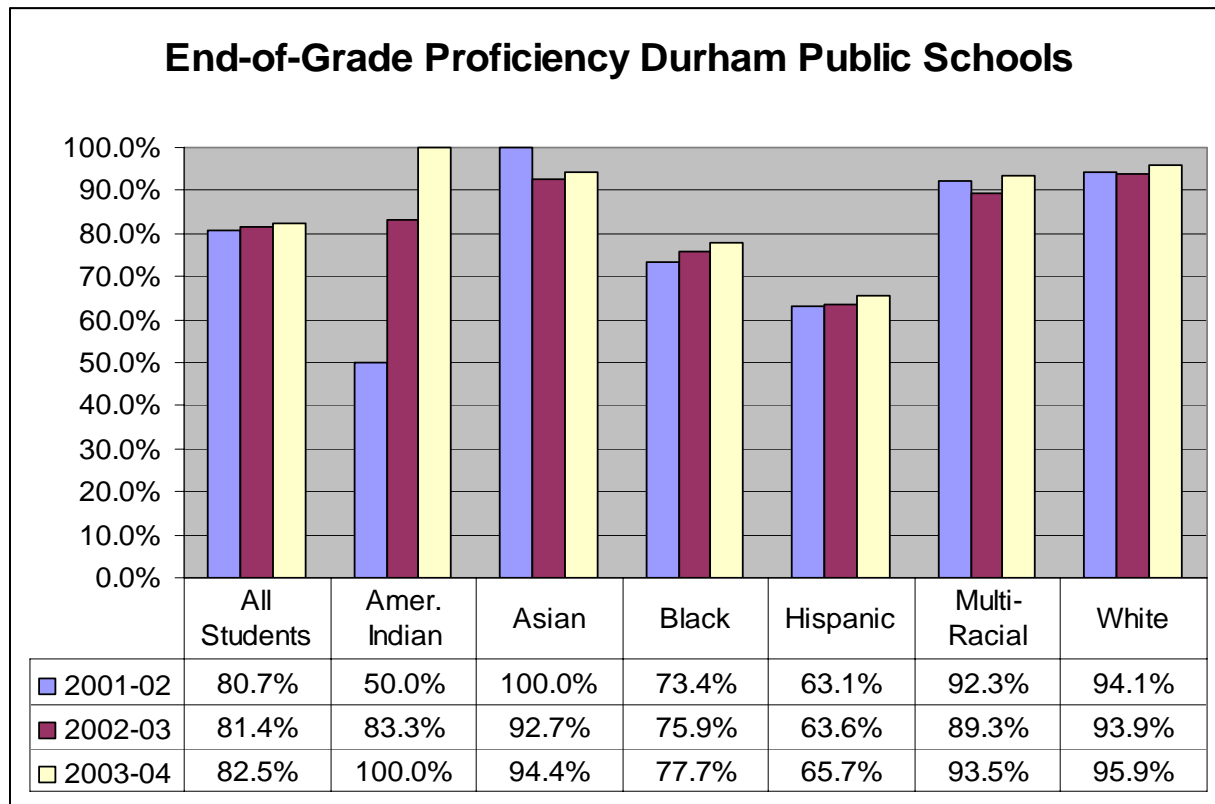


** 2003-2004 DPS Grade 3 Reading 75.8% passing in May; 91.3% passing after summer school*

Story Behind the Curve

This indicator shows the percentage of 3rd grade children reading at grade level or above. Data comparing 1993 reading levels with 2003 levels suggest a positive trend. The goal is to have 95% of all 3rd graders reading at or above grade level by 2007.

INDICATOR 4: 8th Grade Reading Scores



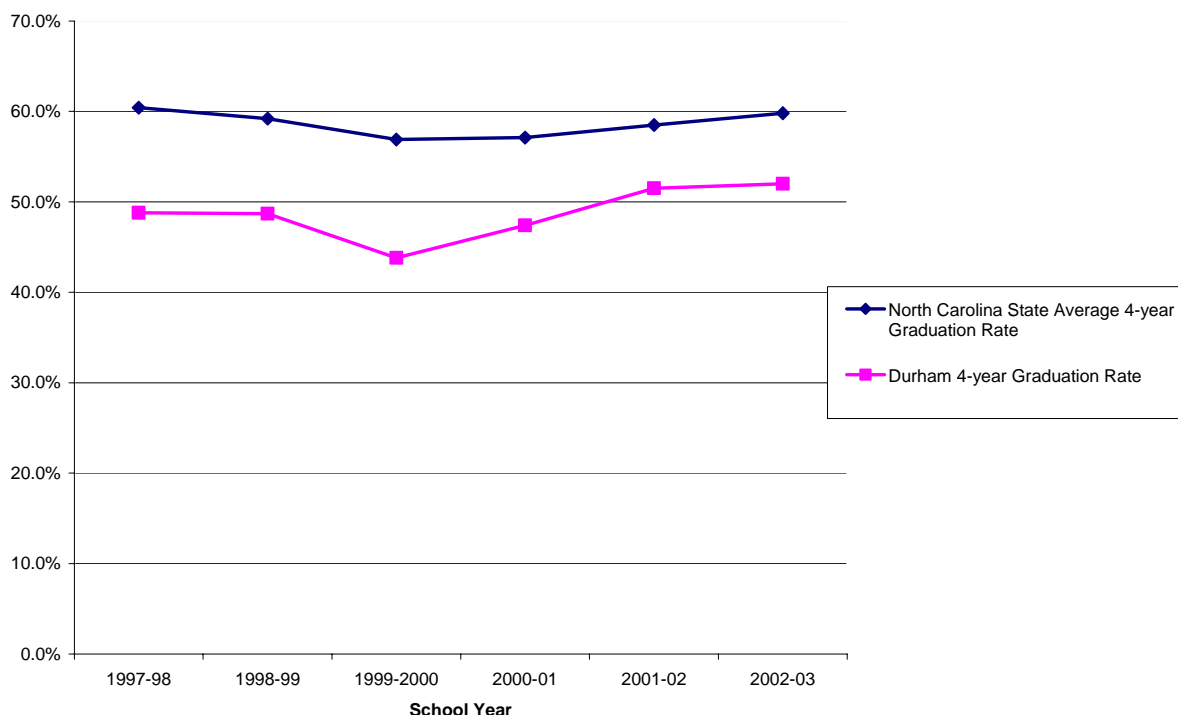
** The 2003-04 DPS Grade 8 Reading Score 82.5% passing in May and 88.3 passing after summer school.*

Story Behind the Curve

This indicator shows the percentage of 8th grade children reading at grade level or above. Data comparing 1993 reading levels with 2003 levels suggest a positive trend.

INDICATOR 5: Graduation Rate

Comparing Durham's Four-year Graduation Rate to the State Average



Story Behind the Curve

The Department of Public Instruction defines the "four-year retention rate" as "the ratio of graduates (diplomas and certificates) at the end of the current school year to the 9th grade final enrollment four years earlier." Any student leaving school for any reason except death or transfer to another school is counted as a dropout. Thus, students who leave school to pursue a GED at a community college or an adult high school diploma are not included as graduates and are counted as dropouts. Durham's graduation rate while gradually improving with limited consistency, has remained 10 to 20% lower than the state average between 1997 and 2003. This data is somewhat limited in that individual students are not tracked. However it is a "national standard" for tracking 4-year graduation rates. A target for improvement will require additional study of this indicator.

Durham Public Schools has identified a number of factors that contribute to the higher than state average dropout rate and has set targets to be measured by "Adequate Yearly Progress." This standard reflects the percentage of students entering their senior year of high school who successfully complete the year. Given this standard DPS proposes by 2013, 100% of students will graduate from high school.